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ABSTRACT

The handbook provides rural school administrators and teachers with information concerning a vocational service delivery model for mentally retarded, learning disabled, and behaviorally impaired youth in Nebraska. The handbook describes the program's background, goals, implementation, and development. It also describes the central role of secondary special education resource teachers and outlines the purpose and function of the vocational services and activities they make available to the students: student referral and competency checklists, vocational curriculum modules, an in-class employer program, community business trips, job exploration, and job training. The handbook also includes a collection of sample program tools and procedures used by secondary resource teachers. These include adminstrative agreement forms; competence checklist forms; a field trip information sheet, plan, and student exercise; public relations activities; student job activity form; student job behavior analysis form; and a student job exploration form. In addition, the handbook describes the development of 14 curriculum modules, based on employer responses to a questionnaire regarding desirable entry-level job skills and behaviors. A list of job exploration resource guides and information regarding program evaluation is also provided. (SB)

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RC014729

"The Cooperative Vocational Program is an exciting adventure. My role as a resource teacher is changing as I help my handicapped students to acquire a whole array of life preparation skills. They will indeed be prepared for a productive tomorrow!"

A Rural Nebraska
Secondary Resource Teacher

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INTRODUCTION

The purpose of this handbook is to provide rural school administrators and teaching personnel with information concerning the development and implementation of Educational Service Unit (ESU) #9's vocational service delivery model for handicapped youth. It is suggested that the handbook and its contents be used as a resource or springboard by educators who are interested in designing a similar type of service delivery plan in their own school district. Differences in school and community characteristics, instructional priorities, staff interests and abilities, students' educational needs, and desired program outcomes are important factors that others will want to consider when looking at ESU #9's model and its potential for replication and/or modification in other locales and settings, whether rural or urban.

In the first half of the handbook information is presented concerning the development and implementation of the vocational model, its purpose and goals, characteristics of the student population, etc. The role of the secondary special education resource teacher in vocational service delivery is described and brief summaries outline the purpose and function of the vocational services and activities made available to handicapped students by the resource teachers in their individual schools.

The second half of the handbook includes a collection of sample program tools and procedures used by the secondary resource teachers. Several of these are already targeted for revision but are included to illustrate the mechanical or functional characteristics of the service delivery model. The curriculum development process used by ESU #9 teachers to construct their vocational modules is briefly described. The module format and titles are included.

PROGRAM DESCRIPTION

Secondary handicapped students attending school in Hastings, Nebraska and in many of the surrounding small communities of rural southcentral Nebraska are participants in a variety of school and community based vocational activities and services. Secondary special education resource teachers are responsible for the delivery of these services, designed to assist students in experiencing success in today's world of work. The students, 15.6 to 21 years old, are identified as mentally retarded, learning disabled, and behaviorally impaired learners. They are enrolled in self-contained and mainstreamed special education resource programs served by special education personnel employed by Educational Service Unit (ESU) #9 and the Hastings Public Schools. Within the structure of their schools' resource program, the students are given opportunities to explore, practice, and acquire the vocational knowledge, skills, and behaviors needed for entry into post-school job training and/or employment situations.

The delivery of vocational education programs and services to handicapped adolescents in rural southcentral Nebraska was initiated by ESU #9, an intermediate education agency located in Hastings. In September 1980 the Service Unit received a Handicapped Children's Model Program (HCMP) grant to develop a vocational service delivery model for handicapped youth 15½ to 21 years of age. During the three year period of HCMP funding ESU #9's model project, entitled the Cooperative Vocational Program, addressed three major goals. There were 1) to assist rural school districts in the implementation of a vocational service delivery model to improve the employability and subsequent post-school employment status of handicapped students, 2) to train and equip secondary special education resource teachers with the skills and tools needed to deliver

vocational services to handicapped youth in rural school and community settings, and 3) to establish vocational service delivery as a key element in rural secondary special education programing.

Background Information

In the geographical area served by ESU #9 there are thirty-eight (38) small rural school districts. These districts contract with the Unit for the delivery of special education and related services to approximately 1,080 verified handicapped children in grades K-12. ESU #9 personnel include Resource Teachers, Speech Language Pathologists, Psychologists, Early Childhood Specialists, Vocational Consultants and Diagnositic Supervisory Consultants. Twenty-one (21) of the 38 districts contracting with the Unit provide instructional programs at the secondary level with special education resource programs serving approximately 300 handicapped adolescents in grades 7-12.

Schools served by ESU #9 are located throughout a 5 1/3 county area covering 3,000 square miles. Community populations of 5,000 or less, widely scattered school enrollments, far reaching school district boundary lines, and long driving distances between school attendance centers represent several of the geographical conditions that characterize ESU #9's service delivery area.

The economic base of Hastings and the surrounding communities is largely dependent upon local agricultural growth and production. There is a significant lack of diversity in prime manufacturing and production and minimal manpower needs exist for unskilled and semi-skilled workers. The majority of community businesses are small, with employees commonly numbering one to ten.

School management practices in southcentral Nebraska are characterized by a tradition of local school autonomy and resistance to outside intervention. Board policies and practices tend to place instructional emphasis on student achievement in academic subject areas. Sometimes this limits the availibility and scheduling of course offerings in vocational education. Attitudes concerning teacher assignments and responsibilities, budgetary restrictions affecting the provision of paraprofessional staff, limited resources for professional growth activities, student transportation problems, and traditional lock-step assignment of students to specific grade levels and graduation course requirements represent additional factors that characterize the ruralness of the ESU #9 service area. Each of these characteristics had a significant impact upon the implementation of ESU #9's vocational service delivery model.

Program Implementation

Implementation of the Cooperative Vocational Program occured over a three year period. Characterized by the strong support of rural school administrators, the process of model implementation was developmental in nature. Two models of service delivery were utilized as a part of the developmental process. During the first project year, 1980-81 the Cooperative Vocational Program functioned as a "centralized" model of service delivery. The program model was centralized in that a core project staff, based at ESU #9 in Hastings, were responsible for the development, planning, coordination, and delivery of vocational education services to handicapped students in twenty-one (21) individual school districts. District level awareness of handicapped students' need for vocational education was established along with a positive attitude concerning the schools' role in providing vocational services to the students.

At the beginning of the second program year, 1981-82, the service delivery model was "decentralized" in response to the limitations imposed upon the project and staff by the ruralness of the service delivery area. Distribution of the target population over a large geopraphical area, long driving distances between schools, and variations in community size and job site availability severely reduced the impact that a "centralized" staff could have on model implementation. A new emphasis then was placed upon the role of the secondary resource teacher in learning the skills necessary to deliver vocational services at the local district level. Decentralization of the program model was facilitated by the use of a "Pilot School" concept. By concentrating staff energies upon a selected number of "Pilot Schools" project staff were able to provide extensive on-site consultative assistance to individual resource teachers as they worked through the process of role change and program implementation. The "Pilot School" concept yielded several positive benefits. It allowed for

a) acquisition of vocational delivery skills by secondary resource teachers
b) vocational service delivery to a greater number of handicapped students
c) modification of the program model to satisfy individual school needs and characteristics
d) increased feelings of program ownership by the district administrator, resources teachers and parents
e) an observable shift away from tutorial models of special education instruction
f) the integration of vocational curriculum and activities into students' individual education plans

g) increased attention to the post-school employment status as a significant factor affecting program evaluation and improvement.

Decentralization of the program model and the use of the "Pilot School" concept assisted the project staff in laying the groundwork for the third and final year of the program.

During the third project year, 1982-83 staff efforts were directed towards model dissemination activities and replication of the resource teacher role change at school sites within ESU #9 geographical area. Schools having previously participated in the vocational service delivery model, as "Pilot School" participants, were provided on-going consultative assistance and teacher training as needed.

SERVICE DELIVERY BY THE SECONDARY RESOURCE TEACHER

In school districts served by ESU #9 secondary special education resource teachers are actively involved in the on-going process of implementing and refining vocational service delivery as a part of their high schools' special education program for handicapped adolescents. At each school vocational service delivery has added a new dimension to the secondary resource teachers' role. (see Role Description) Resource teachers are learning how to plan, deliver, and monitor vocational curriculum and activities for handicapped youth. The resource teacher

1) collects and records vocational information on handicapped students,
2) teaches the students using a sequence of fourteen (14) vocational curriculum modules,
3) arranges in-class employer visitations and discussions,
4) plans and conducts field trips to local business and industry sites,
5) initiates and maintains contact with local businesses and employers,
6) establishes entry-level job exploration and job training sites in the school building and the community,
7) plans, coordinates, and monitors students' placements and activities at the job exploration and job training sites,
8) evaluates and documents students' vocational growth and progress.

Local school administrators have demonstrated strong support for the resource teachers' interest and willingness to participate in vocational service delivery. Teachers are provided time away from the school building

to make regular community business contacts, develop student job exploration sites, monitor student progress, etc. Many of the teachers are acquiring skills in writing remedial and alternative vocational curriculum and working towards integration of their students into the schools' regular vocational classes whenever possible.

Secondary resource teachers receive assistance from ESU #9's vocational consultants in learning how to plan and delivery vocational services and activities to their students. The consultants work with the teachers at their schools to help them modify their teaching role to successfully incorporate vocational curriculum and activities into the resource room instructional model. Individual program ownership is encouraged at each school site as service delivery is implemented by the resource teacher. Group training seminars are conducted by ESU #9 staff to help the teachers learn specific skills necessary for vocational service delivery in their school and community.

B. ROLE DESCRIPTION

TITLE: SECONDARY RESOURCE TEACHER

MINIMUM QUALIFICATIONS: Bachelor's Degree with Nebraska teaching certificate, appropriate level endorsement (e.g., K-12, 7-12) and and endorsement in area(s) of Special Education

SUPERVISOR: Special Education Director
Program Manager
Building Principal

SUPERVISES: Instructional Aide(s) and/or Community/Vocational Trainers

RESPONSIBILITY: The primary responsibility of the secondary resource teacher is to design and implement individualized instruction for each special education student in addition to performing the duties described below.

Referral, screening and disgnostic process:

-- Participates in pre-referral educational problem solving at building level (child study team)

-- Assists classroom teachers in filling out secondary referral form and accompanying attachments

-- Coordinates screening of referrals with speech and language pathologist

-- Assists classroom teachers in securing parent permission to test

-- Reviews referrals under direction of Teacher Consultant

-- Administers screening and/or educational diagnostic tests as part of referral and re-evaluation process as requested by Teacher Consultant

Insuring compliance:

-- Maintains special education files

-- Assures that parent permission to test, documentation of parent receipt of rights, and permission to place on caseload, are on file

-- Assures that IEP is written and updated annually

-- Assures that Annual Review of IEP and Student Progress and permission to remain on caseload is conducted with parents at least annually

-- Reports any change in the status of students on caseload

-- Completes all forms, schedules and reports on time as required by Special Education procedures.

Development and Planning of the Individual Education Plan (IEP):

-- Conducts and interprets formal diagnosis and/or informal diagnosis (diagnostic teaching) to determine student strengths and weaknesses

-- Collects vocational data and information

-- Conducts team meeting with counselor, classroom teachers, parents, student and/or collects team data from counselor, classroom teachers, parents, student

-- Reviews and becomes familiar with board policies regarding graduation requirements, alternative grading procedures, and subject area modifications.

Construction of the IEP:

-- Writes description of present level of performance including progress demonstrated to date and student needs in the areas of communication and social integration, academic/functional life skills, vocational skills, and learning characteristics

-- Writes annual goals related to student needs

-- Writes measurable short term objectives related to IEP goals

-- Plans and selects appropriate teaching strategies, materials, and procedures to be used

-- Records alternative grading procedure on IEP

-- Determines method(s) for measuring progress on short-term objectives

Implementation of IEP

-- Writes daily lesson plan based on student IEP

-- Assists regular classroom teachers with curriculum modifications and use of alternative grading procedures

-- Teaches modified classes for credit in resource room

-- Teaches vocational curriculum (e.g. modules, field trips, employer visitation)

-- Establishes and coordinates job exploration/ training sites in the school and community

-- Monitors students' job exploration/training activities

-- Coordinates implementation of students' IEP with total school program

-- Carries out public relation activities in the school and community in order to fulfill students' IEP requirements

Measurement of Student Progress

-- Uses evaluation procedures noted in IEP to determine progress on short-term objectives

-- Uses progress data to modify IEP when appropriate

-- Evaluates and adjusts alternative grading procedures as per progress on short-term objectives

School Communication

-- Communicates with school staff and parents regularly

-- Consults with classroom teachers, counselors, and/or parents when appropriate

-- Participates in scheduled in-service activities and building meetings

VOCATIONAL SERVICES AND ACTIVITIES

Student Referral and Competency Checklist (see multi-colored forms)

The resource teacher completes a Student Referral on handicapped students, 15½ years of age and older, who are enrolled in the school's special education resource program. Use of the Referral helps the teacher to collect and record basic vocational information on each student.

The Competency Checklist is used by the resource teacher to compile an informal summary profile of students' vocational competencies and skills. Combined with the Student Referral information the Checklist data provides the resource teacher with guidelines for decisions concerning student's participation in vocational activities and services.

The Competency Checklist includes entry-level job competencies, classroom behaviors, and hands-on vocational skills or characteristics. The twenty-seven (27) competencies shown in the first section of the Checklist are completed on each student by the five (5) persons listed below. "Yes", "No" and "Unobserved/Unknown" ratings are used by the respondents to rate the student on each Checklist item.

1. Resource Teacher (white)
2. Classroom Teacher (pink)
3. Industrial Art or Home Economics Teacher (green)
4. Parent(s) (blue)
5. Student (gold)
6. Referral Form (yellow)

Vocational Curriculum Modules

Secondary handicapped students may participate in a sequence of vocational curriculum modules. The modules, developed and written by ESU #9 secondary resource teachers, provide students with vocational information, content, and learning activities based upon the entry-level job competencies shown on the Competency Checklist.

The Curriculum modules are taught by the secondary resource teacher on an individual and group basis in the special education resource room. They may also be used by classroom teachers for students requiring alternative curriculum in subject area classes. In some schools the Speech Language Pathologist, the counselor, and/or the Vocational Education teacher may work through a module with a special education student.

Each of the fourteen (14) curriculum modules have included within them a listing of behavioral and/or instructional objectives that the student should demonstrate to insure acquisition of the information presented by each module. It is recommended that these vocational objectives be incorporated within the student's IEP.

The curriculum modules may be used in many instances as appropriate alternative curriculum for special education students enrolled in subject area classes. Suggested classes for which the modules may be appropriate are English, Social Studies, Health, Industrial Arts, Business, and Home Economics.

In-Class Employer Program

The In-Class Employer Program provides the resource teacher with an easy-to-conduct method of exposing students to community business leaders, employers and locally available occupational information. The teacher invites a community employer to come to the school to visit with the student in the resource room. An informal discussion format is used to acquaint the employer and the students with one another. The employer is asked to provide descriptive information on his business or company, his employees, and the product or service the business provides the community. Students are encouraged to ask the employer questions about entry-level job skill requirements, the application process, wages, etc.

Community Business Trips

Individually and/or in small groups special education students visit businesses. With their resource teacher, the students participate in what is viewed as a short term exploration of the business site rather than simply a field trip. A field trip questionnaire is used by the students to collect specific occupational information during the exploration visit. Students ask questions and record information about the job positions they observe, training and skill requirements, work hours, wages, etc.

Job Exploration

In cooperation with the school administrator and local employers the resource teacher plans Job Exploration activities to give students opportunities to explore several different occupations and job positions in the school building and the community. Students observe working employees, ask questions and may try-out or practice a job and its required skillls. Students receive on-the-job information and instruction from the cooperating employer and are closely supervised.

Students DO NOT receive wages during Job Exploration. Exploration activites are a part of the students' Resource Room vocational instruction. Exploration is for a short period of time; 1-2 hours per day during a 1 to 6 week period.

In most cases, students receive class credit for participation in Job Exploration. Class credit arrangements are approved by the school administrator and are included in the students' IEP.

Job Training

Students work part-time at school or community job sites. Employers train students for specific job positions. The resource teacher assists employers in teaching the students their job duties, skills, and acceptable work habits and attitudes. The teacher visits the job sites and evaluates the students' progress.

Students assigned to Job Training DO receive wages. The students' hourly pay is discussed with the employer by the student and his resource teacher.

In most cases, students receive class credit for participation in job training activities. Arrangements for awarding students class credit are approved by the school administrator and are included in the students' IEP.

PROGRAM TOOLS

SERVING ADAMS — CLAY — SOUTHERN HALL — HAMILTON — NUCKOLLS — WEBSTER COUNTIES

BOARD MEMBERS
Keith Portenier, Pres.
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Mrs. Janet Hibbs
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Mrs. Gladys Stinson
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Assessment Center 463-2848 or 463-9555
Film Library 463-7171
A-V Repair Service 463-7171
Hastings TMH School 463-4202

COOPERATIVE VOCATIONAL PROGRAM

Administrative Agreement

As a participant in ESU #9's Cooperative Vocational Program _____ accepts the role characteristics and expectations, as defined below, in its commitment to the model program.

a. Enthusiastically supports the vocational program as an important part of the total secondary special education program.

b. Supports the role change required of the secondary special education resource teacher as he/she participates in vocational service delivery at the school level.

c. Provides professional growth time for the resource teacher to attend the project's skill training seminars.

d. Provides school time for the resource teacher to make employer contacts and supervise student job activities in the community.

Additional role expectations and duties which the district will pursue according to its administrative policies and procedures include:

a. Provide time during the school day for SPED students to participate in assigned job activities in the school or community.

b. Award class credit to SPED students for completion of assigned vocational curriculum and job exploration/training activities in the school or community.

_____ Signature of Superintendent

_____ Date Signed

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE_____

STUDENT NAME_____ AGE___ BIRTHDATE_____

SCHOOL_____ GRADE___ SOCIAL SECURITY #_____

SEX: M F PRIMARY HANDICAPPING CONDITION_____ ON SPEECH CASELOAD: YES NO

RESOURCE ROOM: LEVEL I M T W TH F (circle days served) LEVEL III M T W TH F (circle days served)

FATHER'S NAME_____ MOTHER'S NAME_____

ADDRESS_____ HOME PHONE_____

FATHER'S OCCUPATION_____ MOTHER'S OCCUPATION_____

BUSINESS PHONE_____ BUSINESS PHONE_____

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

STUDENT BACKGROUND INFORMATION	+ 0	COMMENTS
1. Has driver's license.		
2. Has access to car.		
3. Drives regularly to and from school.		
4. Is currently employed. (Indicate where)		
5. Is currently seeking employment.		
6. Is ability graded.		
7. Satisfactory school attendance.		
8. Satisfactory physical condition/health.		
9. Has a specific vocational interest.		
10. Has planned vocational goals.		
11. Parent supports vocational program		

SAMPLE COPY

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

_____Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

_____Student will participate in these program services and activities:

_____vocational curriculum modules _____job exploration

_____field trips _____job training

_____in-class employer program

Name _____ Date _____

Directions: Attach as a final sheet to the student's five Competency Checklists. Each Checklist should be folded. Shee Checklist Instructions for completing the Final Ratings column and the Module column.

FINAL RATINGS

+ = Yes

- = No

0 = Not Observed/ Unknown

COMPETENCY	+ 0	MODULE #
COMMENTS :		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14

SAMPLE COPY

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

The white copy of the Competency Checklist is completed by the resource teacher. The remaining Checklists are distributed to and completed by:

a) a classroom teacher (pink copy)

b) an industrial arts or home economics teacher (green copy)

c) the student's parent(s) (blue copy)

d) the student (orange copy)

Persons completing the Checklist should respond to all of the items using the +, , 0 rating system and return the completed Checklist to the secondary resource teacher.

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

Checklist Completed By_____
Resource Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ - 0	COMMENTS
1. Practices habits for body cleanliness and neat dress.		
2. Knows correct action to take in emergencies.		
3. Identifies safety hazards.		
4. Demonstrates good listening habits.		
5. Follows spoken instructions.		
6. Follows written instructions.		
7. Reads everyday words, signs, newspapers, etc.		
8. Asks questions for directions and information.		
9. Behaves appropriately in school and/or job settings, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with teachers and students.		
11. Knows the importance of doing quality work.		
12. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
14. Attends school/job regularly and is on time.		
15. Plans time needed to complete school/job assignments.		
16. Tells time.		
17. Makes ordinary decisions without assistance.		
18. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
20. Identifies and uses common measuring tools.		
21. Knows community resources for job leads.		
22. Knows job categories; service, manufacturing, sales.		
23. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
25. Aware of abilities/interests in regard to job choices.		
26. Identifies work roles which match abilities/interests.		
27. Completes applications, forms, orders, etc.		
1. Is disruptive in school or on-the-job.		
2. Demonstrates destructive behaviors towards self.		
3. Demonstrates destructive behaviors towards others.		

SAMPLE COPY

FOLD HERE

Reading Grade Level_____ Math Grade Level_____

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

Checklist Completed By_____
Classroom Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ 0	COMMENTS
1. Practices habits for body cleanliness and neat dress.		
2. Knows correct action to take in emergencies.		
3. Identifies potential safety hazards.		
4. Demonstrates good listening habits.		
5. Follows spoken instructions.		
6. Follows written instructions.		
7. Reads everyday words, signs, newspapers, etc.		
8. Asks questions for directions and information.		
9. Behaves appropriately in school, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with teachers and students.		
11. Knows the importance of doing quality work at school.		
12. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
14. Attends school regularly and is on time.		
15. Plans time needed to complete class assignments.		
16. Tells time.		
17. Makes ordinary decisions without assistance.		
18. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
20. Identifies and uses common measuring tools.		
21. Knows community resources for job leads.		
22. Knows job categories; services, manufacturing, sales.		
23. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
25. Aware of abilities/interests in regard to job choices.		
26. Identifies work roles which match abilities/interests.		
27. Completes applications, forms, orders, etc.		
1. Student keeps up with classroom assignments.		
2. Student works at his/her level of ability.		
3. Student is disruptive in class.		
4. Student demonstrates destructive behaviors towards self.		
5. Student demonstrates destructive behaviors towards others.		

FOLD HERE

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

Checklist Completed By_____
Home Economics or Industrial Arts Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY	+ 0	COMMENTS
1. Practices habits for body cleanliness and neat dress.		
2. Knows correct action to take in emergencies.		
3. Identifies safety hazards.		
4. Demonstrates good listening habits.		
5. Follows spoken instructions.		
6. Follows written instructions.		
7. Reads everyday words, signs, newspapers, etc.		
8. Asks questions for directions and information.		
9. Behaves appropriately in school, that is, accepts criticism, shows initiative, etc.		
10. Cooperates and gets along with teachers and fellow students.		
11. Knows importance of doing quality work at school.		
12. Knows the relationship between time and work rate.		
13. Identifies work related problems and asks for help.		
14. Attends school regularly and is on time.		
15. Plans time needed to complete class project assignments.		
16. Tells time.		
17. Makes ordinary decisions without assistance.		
18. Uses area/regional maps for transportation needs.		
19. Counts money in coin and bill denominations.		
20. Identifies and uses common measuring tools.		
21. Knows community resources for job leads.		
22. Knows job categories; services, manufacturing, sales.		
23. Knows education/training requirements of common jobs.		
24. Knows basic steps in finding a job.		
25. Aware of own abilities/interests in regard to job choices.		
26. Identifies work roles which match own abilities/interests.		
27. Completes applications, forms, orders, etc.		
1. Sorts objects by size and shape.		
2. Sorts objects by color.		
3. Handles small materials/tools.		
4. Handles large materials/tools.		
5. Selects proper tool for the job/task.		
6. Operates power tools/equipment.		
7. Assembles a structure from a model.		
8. Uses a working plan, that is, a diagram, pattern, etc.		
9. Organizes materials/tools to prepare for job/task.		
10. Stays on task.		
11. Starts daily tasks without assistance.		
12. Cleans up work area, returns tools/supplies.		

FOLD HERE

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name _____ Date _____

Checklist Completed By _____
Parent or Guardian

RATINGS
+ = Yes
- = No
0 = Not Observed, Unknown

	COMPETENCY	+	0	COMMENTS
1.	Practices habits for body cleanliness and neat dress.			
2.	Takes correct action in emergencies.			
3.	Is aware of safety hazards.			
4.	Demonstrates good listening habits.			
5.	Follows spoken instructions.			
6.	Follows written instructions.			
7.	Reads everyday words, signs, newspapers, etc.			
8.	Asks questions for directions and information.			
9.	Behaves as expected in school and/or job settings, that is, accepts criticism, shows initiative, etc.			
10.	Cooperates and gets along with parents, family, friends.			
11.	Knows the importance of doing quality work at home/school.			
12.	Knows the relationship between time and work rate.			
13.	Identifies work related problems and asks for help.			
14.	Attends school/job regularly and is on time.			
15.	Plans time needed to complete job tasks at home.			
16.	Tells time.			
17.	Makes ordinary decisions without assistance.			
18.	Uses area/regional maps for transportation needs.			
19.	Counts money in coin and bill denominations.			
20.	Identifies and uses common measuring tools.			
21.	Knows community resources for job leads.			
22.	Knows job categories; services, manufacturing, sales.			
23.	Knows education/training requirements of common jobs.			
24.	Knows basic steps in finding a job.			
25.	Aware of own abilities/interests in regard to job choices.			
26.	Identifies work roles which match own abilities/interests.			
27.	Completes applications, forms, orders, etc.			

FOLD HERE

1.	Prepares meals for self and/or family members.		
2.	Carries out routine household chores.		
3.	Operates power tools and equipment.		
4.	Assists with farm chores.		
5.	Works on a hobby.		
6.	Handles own money; uses banking services.		
7.	Works without close supervision.		

Name _____ Date _____

Directions: Attach as a final sheet to the student's five Competency Checklists. Each Checklist should be folded. Shee Checklist Instructions for completing the Final Ratings column and the Module column.

FINAL RATINGS

+ = Yes

- = No

0 = Not Observed/ Unknown

COMPETENCY	+ 0	MODULE #
COMMENTS :		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE_____

STUDENT NAME_____ AGE____ BIRTHDATE_____

SCHOOL_____ GRADE___ SOCIAL SECURITY #_____

SEX: M F PRIMARY HANDICAPPING CONDITION_____ ON SPEECH CASELOAD: YES NO

RESOURCE ROOM: LEVEL I M T W TH F (circle days served) LEVEL III M T W TH F (circle days served)

FATHER'S NAME_____ MOTHER'S NAME_____

ADDRESS_____ HOME PHONE_____

FATHER'S OCCUPATION_____ MOTHER'S OCCUPATION_____

BUSINESS PHONE_____ BUSINESS PHONE_____

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

STUDENT BACKGROUND INFORMATION	+ 0	COMMENTS
1. Has driver's license.		
2. Has access to car.		
3. Drives regularly to and from school.		
4. Is currently employed. (Indicate where)		
5. Is currently seeking employment.		
6. Is ability graded.		
7. Satisfactory school attendance.		
8. Satisfactory physical condition/health.		
9. Has a specific vocational interest.		
10. Has planned vocational goals.		
11. Parent supports vocational program		

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

_____Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

_____Student will participate in these program services and activities:

_____vocational curriculum modules _____job exploration

_____field trips _____job training

_____in-class employer program

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name_____ Date_____

School_____ Grade_____

RATINGS

+ = Yes

- = No

0 = Unsure

COMPETENCY	+ - 0	COMMENTS
1. I practice habits for body cleanliness and neat dress.		
2. I know the correct action to take in emergencies.		
3. I am aware of safety hazards on the job.		
4. I listen to announcements, instructions, directions at home/school		
5. I follow spoken instructions.		
6. I follow written instructions.		
7. I read everyday words, signs, newspapers, etc.		
8. I ask questions for directions and information.		
9. I behave appropriately in school and at work, that is, I accept criticism, show interest in my work, etc.		
10. I get along with others at home, school and/or on-the-job.		
11. I try to do quality work at school and/or on-the-job.		
12. I know the relationship between time and work rate production.		
13. If I run into a problem with my work at school/job I ask for help.		
14. I attend school/job regularly and am on time.		
15. I plan the time I need to complete school and/or job tasks.		
16. I can tell time.		
17. I make ordinary decisions without assistance.		
18. I can use maps for transportation needs.		
19. I can count money in coins and bills.		
20. I can identify and use common measuring tools.		
21. I know community resources for job leads.		
22. I know the job categories; service, manufacturing, sales.		
23. I know the education/training requirements of common jobs.		
24. I know the basic steps to follow in finding a job.		
25. I am aware of my abilities/interests in regard to job choices.		
26. I know the work roles which match my abilities and interests.		
27. I know how to complete applications, forms, orders, etc.		

FOLD HERE

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE 10-14-82

STUDENT NAME KATHY [redacted] AGE 18 BIRTHDATE 9-26-63

SCHOOL SUPERIOR SR HIGH GRADE 12 SOCIAL SECURITY # 507-94-9859

SEX: M (F) PRIMARY HANDICAPPING CONDITION EMH ON SPEECH CASELOAD: YES (NO)

RESOURCE ROOM: LEVEL I M T W TH F (circle days served) LEVEL III ✓ (M T W TH F) (circle days served)

FATHER'S NAME HARRY [redacted] MOTHER'S NAME MARJORIE [redacted]

ADDRESS HARDY, NE 68943 HOME PHONE 279-2355

FATHER'S OCCUPATION LABORER AT ELEVATOR MOTHER'S OCCUPATION HOUSE WIFE

BUSINESS PHONE 279-5553 BUSINESS PHONE

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

SAMPLE COPY

STUDENT BACKGROUND INFORMATION	+ / 0	COMMENTS
1. Has driver's license.	0	WAS EMPLOYED. FIRED FROM PIZZA HUT.
2. Has access to car.	+	
3. Drives regularly to and from school.	−	
4. Is currently employed. (Indicate where)	+	
5. Is currently seeking employment.	+	
6. Is ability graded.	+	HAS ASTHMA
7. Satisfactory school attendance.	+	
8. Satisfactory physical condition/health.	+	
9. Has a specific vocational interest.	−	HAS NOT STATED ANY CAREER INTERESTS; WILL NEED SEVERAL JOB EXPLORATION/TRAINING ACTIVITIES
10. Has planned vocational goals.	−	
11. Parent supports vocational program	+	

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

___ Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

✓ Student will participate in these program services and activities:

- ✓ vocational curriculum modules
- ✓ field trips
- ✓ in-class employer program
- ✓ job exploration
- ✓ job training

COOPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name KATHY [redacted] Date 10-14-82

Checklist Completed By Rena Gibbs
Resource Teacher

RATING RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY							MODULE #
1. Practices habits for body cleanliness and neat dress.	−	+	+	+	+	+	1
2. Knows correct action to take in emergencies.	0	0	0	+	−	−	#2
3. Identifies safety hazards.	0	+	0	+	+	+	2
4. Demonstrates good listening habits.	−	+	−	+	0	−	
5. Follows spoken instructions.	−	+	0	+	+	+	#3
6. Follows written instructions.	−	+	−	+	+	−	
7. Reads everyday words, signs, newspapers, etc.	+	+	0	+	+	+	3
8. Asks questions for directions and information.	−	+	−	+	+	−	4 #4
9. Behaves appropriately in school and/or job settings, that is, accepts criticism, shows initiative, etc.	+	+	−	+	+	+	
10. Cooperates and gets along with teachers and students.	0	0	−	0	+	−	5 #5
11. Knows the importance of doing quality work.	0	0	−	+	+	+	
12. Knows the relationship between time and work rate.	0	+	0	+	+	+	Part of #6
13. Identifies work related problems and asks for help.	−	0	0	+	−	−	
14. Attends school/job regularly and is on time.	0	0	0	+	+	−	
15. Plans time needed to complete school/job assignments.	0	0	0	0	+	−	6
16. Tells time.	+	+	+	+	+	+	7
17. Makes ordinary decisions without assistance.	−	+	0	+	−	−	8 #8
18. Uses area/regional maps for transportation needs.	0	0	0	0	−	−	9 #9
19. Counts money in coin and bill denominations.	−	0	0	+	+	−	10 #10
20. Identifies and uses common measuring tools.	0	0	0	+	+	+	11
21. Knows community resources for job leads.	0	0	0	+	+	+	
22. Knows job categories; service, manufacturing, sales.	0	0	0	0	−	−	#12
23. Knows education/training requirements of common jobs.	0	0	0	+	−	−	12
24. Knows basic steps in finding a job.	−	0	0	+	−	−	
25. Aware of abilities/interests in regard to job choices.	−	0	−	+	+	−	#13
26. Identifies work roles which match abilities/interests.	−	0	0	+	+	−	13
27. Completes applications, forms, orders, etc.	−	0	0	0	−	−	14 #14
1. Is disruptive in school or on-the-job.	−						
2. Demonstrates destructive behaviors towards self.	−						
3. Demonstrates destructive behaviors towards others.	−						

Reading Grade Level 6.5 Math Grade Level 6.4

SAMPLE COPY

COOPERATIVE VOCATIONAL PROGRAM — STUDENT REFERRAL

Directions: Complete on all students 15½ years and older.

DATE 10-2-82

STUDENT NAME TOM [redacted] AGE 16 BIRTHDATE 7-28-65

SCHOOL AURORA HIGH SCHOOL GRADE 11 SOCIAL SECURITY # 507-84-2361

SEX: M F PRIMARY HANDICAPPING CONDITION LD ON SPEECH CASELOAD: YES (NO)

RESOURCE ROOM: LEVEL I (M) T (W) TH (F) (circle days served) LEVEL III M T W TH F (circle days served)

FATHER'S NAME GARY [redacted] MOTHER'S NAME NANCY [redacted]

ADDRESS 708-9th ST., AURORA, NE HOME PHONE 694-6421

FATHER'S OCCUPATION CARPENTER MOTHER'S OCCUPATION HOUSEWIFE

BUSINESS PHONE 694-6542 BUSINESS PHONE

RATINGS: + = Yes - = No 0 = Not Observed/Unknown

STUDENT BACKGROUND INFORMATION	+ 0	COMMENTS
1. Has driver's license.	+	
2. Has access to car.	+	
3. Drives regularly to and from school.	+	
4. Is currently employed. (Indicate where)	—	Needs job exploration
5. Is currently seeking employment.	+	
6. Is ability graded.	+	
7. Satisfactory school attendance.	+	
8. Satisfactory physical condition/health.	+	Immature. Has no interest in vocational planning. Has some interest in Computers
9. Has a specific vocational interest.	—	
10. Has planned vocational goals.	—	
11. Parent supports vocational program	+	

SAMPLE COPY

Directions: Complete this section after reviewing Competency Checklists and Referral information shown above. If needed gather additional parent/student/administrator input before decision on student participation is made.

___ Student will NOT participate in the program. Write a brief statement explaining this decision on side 2 of this form.

✓ Student will participate in these program services and activities:

✓ vocational curriculum modules — ✓ job exploration

✓ field trips — ✓ job training

✓ in-class employer program

OPERATIVE VOCATIONAL PROGRAM: COMPETENCY CHECKLIST

Name Tom [redacted] Date 10-1-82

Checklist Completed By Darrell Wallace
Resource Teacher

RATINGS
+ = Yes
- = No
0 = Not Observed/ Unknown

COMPETENCY							MODULE #
Practices habits for body cleanliness and neat dress.	+	+	+	+	+	+	1
Knows correct action to take in emergencies.	+	0	0	+	+	+	2
Identifies safety hazards.	+	0	+	+	+	+	2
Demonstrates good listening habits.	−	+	+	+	+	−	#3 On-task guidelines
Follows spoken instructions.	+	+	+	+	+	+	3
Follows written instructions.	+	+	+	+	+	+	3
Reads everyday words, signs, newspapers, etc.	+	+	0	+	+	+	3
Asks questions for directions and information.	+	+	0	+	+	+	4
Behaves appropriately in school and/or job settings, that is, accepts criticism, shows initiative, etc.	+	+	+	+	+	+	5
Cooperates and gets along with teachers and students.	+	+	0	+	+	+	5
Knows the importance of doing quality work.	−	+	+	+	+	−	#6 Posters to be pre-tested
Knows the relationship between time and work rate.	−	0	+	+	+	−	#6 Posters to be pre-tested
Identifies work related problems and asks for help.	+	0	+	+	+	+	#6 Posters to be pre-tested
Attends school/job regularly and is on time.	+	+	+	+	+	+	#6 Posters to be pre-tested
Plans time needed to complete school/job assignments.	−	−	+	+	+	−	6
Tells time.	+	+	+	+	+	+	7
Makes ordinary decisions without assistance.	+	+	+	+	+	+	8
Uses area/regional maps for transportation needs.	+	0	0	+	+	+	9
Counts money in coin and bill denominations.	+	0	+	+	+	+	10
Identifies and uses common measuring tools.	+	0	+	+	+	+	11
Knows community resources for job leads.	+	0	0	0	+	+	12
Knows job categories; service, manufacturing, sales.	0	0	0	0	+	+	12
Knows education/training requirements of common jobs.	0	0	0	0	+	+	12
Knows basic steps in finding a job.	+	0	0	+	+	+	12
Aware of abilities/interests in regard to job choices.	+	0	0	+	+	+	#13
Identifies work roles which match abilities/interests.	−	0	0	+	+	−	13
Completes applications, forms, orders, etc.	+	0	0	+	+	+	14
Is disruptive in school or on-the-job.	−						
Demonstrates destructive behaviors towards self.	−						
Demonstrates destructive behaviors towards others.	−						

Reading Grade Level 6.4 Math Grade Level 12.1

SAMPLE COPY

COOPERATIVE VOCATIONAL PROGRAM

FIELD TRIP INFORMATION SHEET

Directions: Complete one information sheet for each employer willing to host a field trip. Keep on file for your reference and for use by regular classroom teachers.

Date_____

1. Business Name_____

2. Business Address_____

_____

3. Business Phone_____

4. Type of Business (__) Manufacturing (__) Marketing; Retail & Wholesale
(__) Education (__) Service

5. Contact Person_____

6. Number of people you can handle on tour._____

7. Minimum age limit, if any?_____

8. Days of week you prefer tour groups?_____

9. Time of day best for tour?_____

10. What part of facility/plant will be toured?_____

11. How long will tour take?_____

12. Where tour group should meet guide?_____

Additional Notes:

FIELD TRIP PLAN

Directions: Complete 1-2 weeks prior to trip date. Review with building administrator and obtain approval.

Teacher _____

School _____

Date of Field Trip _____

Name of Business _____ Contact Person _____

Address _____ Business Phone _____

_____

Number of Students Participating In Trip _____

Leave Time _____ Return Time _____

Parent Permission Forms Signed/Filed _____

Transportation Arrangements _____

_____

_____

Arrangements Made For Teacher's Caseload _____

_____

_____

_____

_____ _____

Signature of Building Administrator Signature of Resource Teacher

_____ _____

Date Date

c.c. Building Administrator
Resource Teacher

A FIELD TRIP EXPERIENCE

_____
NAME OF BUSINESS

_____
NAME OF HOST EMPLOYER

_____
DATE OF FIELD TRIP

STUDENT'S NAME_____

SCHOOL_____

Name_____

During the Trip: The purpose of this trip is to help you learn as much as possible about the jobs that we are going to see and hear about. Therefore, be alert, ask questions, listen carefully, look and notice as many interesting things as you can! Take notes and write down your ideas and descriptions.

1. Does this business provide a product or a service? Describe it briefly.

   a)_____

   _____

2. List as many different jobs as you can see that seem to be done at this job site?

   a)_____

   b)_____

   c)_____

   d)_____

   e)_____

3. How many people are employed by this business?_____

4. Do you need special training to get a job at this business?____yes ____no

5. Does this business provide on-the-job training for its employees?____yes ____no

6. Does the company have an insurance plan? ____yes ____no

   Are there other company benefits? List them:

   a)_____

   b)_____

   c)_____

   d)_____

7. Is there a union to represent workers? _____yes _____no

8. What hours do the employees work?_____

   Are there other shifts besides the normal working hours?_____

9. What are the wages paid to a beginning worker?_____

10. Are there any physical requirements for certain jobs? ___yes _____no

    These requirements are:

    a)_____

    b)_____

    c)_____

11. Do applicants need to be a certain age to work? _____yes _____no

    What age?_____

12. What are some of the tools and equipment used for the jobs?

    a)_____

    b)_____

    c)_____

    d)_____

    e)_____

13. What types of clothing do the workers wear?_____

_____

Is a uniform required? _____yes _____no

Do the workers wear a special type of shoes?_____

_____

14. What are the opportunities for promotion?_____

_____

_____

15. What kind of working environment do you see? Would it be pleasant to work here? Describe your impressions.

_____

_____

_____

ANSWER THE FOLLOWING QUESTIONS WHEN YOU RETURN TO YOUR RESOURCE ROOM.

1. Would you be interested in learning more about this kind of occupation/work?

2. Do any of the job positions at this business/industry interest you for a job training position? If so, which position?

COOPERATIVE VOCATIONAL PROGRAM

PUBLIC RELATIONS ACTIVITIES

MUSTS:

Present slide-tape to your school board between September-December, 1982.

Present a progress report to your school board in Spring, 1983.

Host an employer "thank you" coffee at school (include your administrator) during March, 1983.

Give Certificates of Appreciation to employers in May, 1983.

SUGGESTIONS: (Complete as many as possible)

After making initial contact with employers, send a thank-you note.

Present slide-tape show to local business, service and men's and women's groups:

Chamber of Commerce(very important)
Kiwanis, etc.

Present slide-tape show at a high school staff meeting. In-service your school's classroom teachers to the Vocational Project.

Have article(s) written and published in local newspaper:

A. Human interest, general information.
B. Recognition of local employers involved and supportive of Vocational Program.

Contact local radio and television station for time regarding Vocational Program.

A. Community information show.
B. Public service announcements (30 or 60 second spots)

Distribute brochures to local businesses, groups, and individual employers.

Host employer forums, panel discussions, at your school where all Junior and Senior students (not just Resource Room students) could attend, for information and discussion of employment skills and related issues. This could be done in conjunction with the other vocational programs offered at the school.

Have students that are involved in field trips, job exploration and/or training send Christmas cards to their employers.

Solicit the school administrators' support by keeping them informed:

A. Formally tell them the time and dates of monthly seminars.

B. Provide them feedback of the seminars, a brief summary.

C. Keep them up to date on student placements and progress.

D. Invite them to attend vocational functions at school, to visit job sites, to observe students.

E. Stress the word "our" not "my" or "the Unit's" Vocational Program when talking with the administrator(s).

Sponsor a Career Fair for all secondary students at the high school. Invite different businesses to set up tables or booths pertaining to their place of business. This should be planned and done in conjunction with the school's other vocational teachers.

Share vocational information and materials with the other vocational teachers. Offer these as the other teachers in your school may not be aware that you have such materials available for their use.

Student Job Activity Form *

Directions: It is the responsibility of the student to have the Job Activity Form completed by his employer, resource teacher and school administrator and parent(s). Students may not begin work until the Job Activity Form has been completed and signed and is on file with the school resource teacher.

Section I. - Student

Date_____

Name_____ School_____

Employer's Name_____ Business Address_____

Phone_____ _____

Job Position_____ Exploration_____ Training_____

Job Application on file with employer? ___Yes ___No Interviewed ___Yes ___No

Section II. - Employer

Starting Date_____ Ending Date_____ Work Days_____ Hours_____

Wage_____ Workmen's Compensation Coverage ___Yes ___No Policy #_____

_____
Signature of Employer

Section III. - School Personnel

SAMPLE COPY

Student release time from school building approved? ___Yes ___No _____Hours _____Days

# of semester credits which may be earned for successful participation_____

Recorded in IEP_____

Safety inspection of job site completed on_____. Safety requirements listed on side 2___
Date

_____ _____
Signature of Resource Teacher Signature of School Administrator

Section IV. - Parent(s)

I give permission for my son/daughter_____to participate in the ___job exploration/___job training position at the above named business. I have reviewed the Safety Requirements and Job Description on page 2 of this form.

_____
Signature of Parent(s)

* Attach completed Job Activity Form, Safety Requirements and Job Description, to student's IEP.

c.c. 1 - Parent
2 - Resource Teacher
3 - Employer
4 - Project Staff

SEE SIDE TWO FOR SAFETY REQUIREMENTS

Side 1

JOB SITE SAFETY REQUIREMENTS

Directions: Please list all safety requirements following an inspection of the job site. It is recommended that safety requirements be listed for any job placement site; exploration OR training.

_____instruction_____

_____equipment_____

_____clothing_____

_____eye protection_____

_____other_____

_____

_____
Resource Teacher's Signature

JOB DESCRIPTION

Directions:
1) A Job Description is completed before OR during the first week of the student's placement at a job exploration OR training site.
2) The description is a brief listing of the student's exploration OR training activities and responsibilities.
3) The student, alone or with teacher assistance, writes his Job Description.

JOB DUTIES AND RESPONSIBILITIES

1._____

2._____

3._____

4._____

5._____

Side 2

COOPERATIVE VOCATIONAL PROGRAM: JOB BEHAVIORS ANALYSIS FOR _____
Name of Position

_____ _____
Name of Business Date

RATINGS
+ = Required
- = Not Requir

_____
Analysis Completed By

Student Must:	+ -
1. Practice personal hygiene and dress appropriately.	
2. Know correct action to take in emergencies.	
3. Identify safety hazards on-the-job.	
4. Demonstrate good listening habits.	
5. Follow spoken instructions.	
6. Follow written instructions.	
7. Read everyday words, signs, newspapers, etc.	
8. Ask questions for directions and information.	
9. Behave appropriately on-the-job, that is, accept criticism, show initiative, etc.	
10. Cooperate and get along with employer and employees.	
11. Know the importance of doing quality work.	
12. Recognize relationship between time and work rate.	
13. Identify work related problems and ask for help.	
14. Attend job regularly and be on time.	
15. Plan time needed to complete job tasks.	
16. Tell time.	
17. Make ordinary decisions without assistance.	
18. Use area/regional maps for transportation needs.	
19. Count money in coin and bill denominations.	
20. Identify and use common measuring tools.	
21. Know community resources for job leads.	
22. Know job categories; service, manufacturing, sales.	
23. Know education/training requirements of common jobs.	
24. Know basic steps in finding a job.	
25. Be aware of own abilities/interests in regard to job choices.	
26. Identify work roles which match own abilities/interests.	
27. Complete job applications, forms, orders, etc.	

1. Sort objects by size and shape.	
2. Sort objects by color.	
3. Handle small materials/tools.	
4. Handle large materials/tools.	
5. Select proper tool for job/task.	
6. Operate power tools/equipment.	
7. Assemble a structure from a model.	
8. Use a working plan, that is, a diagram, pattern, etc.	
9. Organize materials/tools to prepare for job/task.	
10. Stay on task.	
11. Start daily tasks without assistance.	
12. Clean up work area, return tools/supplies.	

SAMPLE COPY

Contacts and Student Progress Checks

Directions: Please summarize student progress information following each contact with the job site employer. Complete for students assigned to job exploration AND job training. Copy and mail to project staff at the end of each school semester.

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

SAMPLE COPY

Date_____

Employer Contact:_____

Summary of Student Progress:

Date_____

Employer Contact:_____

Summary of Student Progress:

EDUCATIONAL SERVICE UNIT #9

Hastings, Nebraska 68901

Cooperative Vocational Program*

DATE: April 6, 1983

SUBJ: Transportation Claim Form To Be Filed By Parents of Students Providing Their Own Transportation To and From Assigned Job Exploration Sites.

DIRECTIONS: Record daily round-trip mileage from the school to the job exploration site.

Record travel dates, job site location, and total round trip mileage.

DATE	ADDRESS OF JOB EXPLORATION SITE	SCHOOL	TOTAL ROUNDTRIP MILES

SAMPLE COPY

Claim forms must be signed by both the student and his parent. Submit completed form to Project Director, Cooperative Vocational Project, Educational Service Unit #9, Box 2047, Hastings, Nebraska 68901, at the end of each month. An unsigned claim form cannot be accepted for processing for payment. Mileage reimbursement checks will be mailed to the parent on the third Tuesday of the next month as per the computerized billing process used by ESU #9.

Total Miles_____

Reimbusement Claim (@ 18¢ per mile)_____

I hereby certify that this report is a true and correct report of miles driven to transport the above named student to and from the assigned job site(s) for the month of _____, 19___.

_____ Signature of Parent

_____ Signature of Student

_____ Address

_____ Approval Signature

_____ Date

SAMPLE COPY

* Responsibility for reimbursement of student/parent transportation costs incurred as a result of student participation in job exploration will be handled by each individual school district during the next school year.

CURRICULUM MODULES

Module Development And Employer Input

A major problem identified during initial implementation of the Cooperative Vocational Program was the absence of a vocational curriculum sequence for handicapped youth in rural school and community settings. While aware of the many commercially available vocational curriculi and tools, project staff and the area resource teachers felt that a curriculum incorporating local business/employer requirements, information, etc. would be more useful to the students in preparing for employment in their local communities. It was also recognized that a teacher developed curriculum, based upon local employer input, would provide for individual school/community differences while promoting feelings of program ownership by school personnel and participating community employers. In March 1981 the Cooperative Vocational Program staff conducted a written questionnaire type survey of employers located in the towns and communities having high school special education programs served by ESU #9 resource teachers.[1]

The purpose of the survey was to determine what skills and behaviors local employers believed to be important and necessary for entry-level employment at their place of business. Employers' responses to the survey questionnaire would be used by the project staff and the resource teachers to write a sequence of modules based upon the employee skills and behaviors.

The written questionnaire listed twenty-seven (27) skills and behaviors. It was mailed to employers in sixteen (16) area communities. The employers represented three types of businesses; 1) marketing; retail and wholesale, 2) manufacturing, and 3) service. The size of

the businesses receiving the survey included those employing 1-50 employees (small), 51-250 employees (medium), and 251+ employees (large). Employers were asked to rate each of the twenty-seven (27) skills and behaviors in terms of the importance and necessity they would assign to each when hiring an applicant for an entry-level job position. A three (3) point rating scale was used. The survey returns are summarized below.

Total Number of Survey's Mailed: 196

Types and Number of Businesses Receiving Survey:

Marketing; retail and wholesale	78
Manufacturing	40
Service	78

Percentage of Returns Received:

Marketing:	65% of all sizes
Manufacturing:	45% of all sizes
Service:	41% of all sizes

From the survey results the project staff was able to identify 14 major vocational skill categories. The 27 skills and behaviors listed on the questionnaire were prioritized as per employers' ratings and were placed within one of the skill categories. The sequence of skills and behaviors resulting from the employer survey is shown below. Employers rated skills #1 - #15 as being "most critical" for entry-level employment.

1. Hygiene
   (1) Demonstrates proper hygiene
2. Safety
   (2) Knows appropriate action to take in an emergency situation.
   (3) Identifies potential safety hazards on the job.

3. Language Skills

(4) Demonstrates good listening habits.

(5) Follows spoken instructions.

(6) Follows written instructions.

(7) Reads signs, forms, newspapers, phone book, functional words and abbreviations.

4. Questioning

(8) Knows how to ask questions for directions, information, personal needs, etc.

5. Personal Interaction

(9) Practices appropriate behavior in public/work setting, i.e. accepts criticism, shows personal initiative, etc.

(10) Recognizes skills necessary for interpersonal relationships in work settings.

6. Job Maintanence

(11) Knows importance of quality standards on the job.

(12) Recognizes relationship between time and work/rate production.

(13) Identifies job related problems and seeks proper assistance.

(14) Recognizes importance of punctuality and attendance.

(15) Estimates time needed to complete job tasks.

7. Time Usage

(16) Tells time.

8. Decision Making

(17) Demonstrates ability to make decisions without assistance.

9. Transportation/Map Usage

(18) Reads area/regional maps to determine transportation routes, driving distances and driving time.

10. Money

(19) Counts money in coin and bill denominations.

11. Measuring

(20) Identifies and used common measuring tools; ruler, tape measure, yardstick, scales, etc.

12. Career Awareness

(21) Knows community resources for obtaining occupational information.

(22) Recognizes general job catergories, i.e. service, retail sales, manufacturing.

(23) Recognizes education/training requirements of various common jobs.

13. Personal Vocational Matching

(24) Identifies basic steps in finding a job.

(25) Knows personal abilities, aptitudes, interests with regard to job choice.

(26) Identifies work roles which fit abilities and characteristics.

14. Job Applications - Interviewing

(27) Completes common forms, job applications, orders, etc.

In June 1981 nine (9) ESU #9 secondary special education resource teachers participated in a Curriculum Writing Workshop conducted by the project staff. Working individually and in groups the teachers developed written vocational curriculum modules covering the fourteen (14) major skill categories that resulted from the employer survey. The curriculum modules present vocational content and instruction based upon local employer input. Each module contains instructional objectives, lesson sequence and activities and a suggested listing of vocational materials.

[1]The survey was based upon a study done by Warren White, University of Kansas, Lawrence, Kansas, 1980.

COOPERATIVE VOCATIONAL PROGRAM
Educational Service Unit #9
1117 East South Street
Hastings, NE 68901

Name_____ Position:_____ Business Name:_____

Type of Business:
____Marketing; retail & wholesale
____Manufacturing
____Service
____Education

Size of Business:
____Small 1-50
____Medium 51-250
____Large 251+

Directions: Rate each skill statement on a 3 point continuum with regard to the skills importance to getting or maintaining an entry level position in your particular business.

Scale:
1 - Skill is unimportant for an entry-level person to have.
2 - Skill is important, but it is not necessary for the person to have the skill to get an entry-level position.
3 - Skill is both important and necessary to get an entry-level position.

SKILL	1	2	3
1. Demonstrates proper use of deodorant, hair care, etc.			
2. Knows appropriate action to take in an emergency situation.			
3. Identifies potential safety hazards on the job.			
4. Knows community resources for obtaining occupational information.			
5. Recognizes general job categories, i.e., service, retail sales, manufacturing			
6. Recognizes education/training requirements of various common jobs.			
7. Identifies basic steps in finding a job.			
8. Knows personal abilities, aptitudes, interests with regard to job choice.			

(OVER)

SKILL	1	2	3
9. Demonstrates good listening habits.			
10. Knows how to ask questions for directions, information, personal needs, etc.			
11. Demonstrates ability to make decisions without assistance.			
12. Identifies problems (job related) and seeks proper assistance.			
13. Follows written and spoken instructions.			
14. Practices appropriate behavior in public/work settings, i.e. accepts criticism, shows personal initiative.			
15. Recognizes skills necessary for interpersonal relationships in work settings.			
16. Identifies work roles which fit personal abilities and characteristics.			
17. Recognizes importance of punctuality and attendance.			
18. Knows importance of quality standards on the job.			
19. Demonstrates ability to work without immediate supervision.			
20. Reads area/regional maps to determine transportation routes, driving distances and driving time.			
21. Identifies and uses common measuring tools; ruler, tape measure, yardstick, scales, etc.			
22. Reads signs, forms, newspaper, phone book, functional words and abbreviations.			
23. Counts money in coin and bill denominations.			
24. Completes common forms, job applications, orders, etc.			
25. Tells time.			
26. Recognizes relationship between time and work/rate production.			
27. Estimates time needed to complete job tasks.			

COMMENTS:

CURRICULUM MODULE FORMAT

Each of the fourteen curriculum modules follow a standard format which includes nine colorcoded subsections. The following is an outline of the curriculum module format:

I. Module Rationale
   - A. Goals
   - B. Time needed to complete the module
   - C. Who, other than the Resource Teacher, could teach the module
   - D. A list of regular classroom courses in which the module could serve as part of the content taught.

II. Instructional Objectives
   - A. Listing of the objectives
   - B. Criteria for teacher evaluation of student progress with the objectives

III. Key Vocabulary Words and Definitions

IV. General Lesson Sequence
   - A. Includes materials to use, page numbers, etc.
   - B. Worksheets
   - C. Resource personnel suggestions

V. Materials List
   - A. Titles of books, workbooks, filmstrips, and films used in the module
   - B. Reading and/or interest level of each material
   - C. Time length of films and filmstrips
   - D. Where the materials are located

VI. Supplemental Activities
   - A. Classroom enrichment activities
   - B. Field Trip possibilities

VII. Module Evaluation Form
   - A. Completed by teacher
   - B. Includes areas for comments, suggestions, and criticisms

MODULES TITLES

#1 CLEAN UP YOUR ACT - Personal Hygiene

#2 THINK SAFETY - Safety and Emergencies

#3 LANGUAGE SKILLS - Listening, Following Spoken and Written Instructions, and Reading Functional Words and Signs

#4 WHAT'S THE ANSWER...WHAT'S THE QUESTION? - Questioning Skills

#5 PERSON TO PERSON - Personal Interaction

#6 STEPPING INTO THE JOB MARKET - Job Maintenance, Time Related, Job Performance and Independent Skills

#7 TIME AND TIME AGAIN - Time and Time Management Usage

#8 WHAT SHOULD I DO? - Decision Making

#9 FROM HERE TO THERE - Transportation/Map Usage

#10 USING COMMON LINEAR MEASURING TOOLS

#11 DOLLARS AND SENSE - Money

#12 LOOKING FOR A JOB - Awareness of Community Resources, Occupational Categorization, and Education/Training Required for Occupations

#13 A JOB IN YOUR FUTURE - Skill and Interest Awareness, Career Awareness and Looking for a Job

#14 THE FIRST IMPRESSION - The Interview

JOB EXPLORATION RESOURCE GUIDES

DEVELOPED BY

EDUCATIONAL SERVICE UNIT #9 RESOURCE TEACHERS AND AREA EMPLOYERS

RESOURCE GUIDE TITLES

A LOCAL FARM

A NEBRASKA GRAIN ELEVATOR

EWING PLUMBING

FLOSSIE'S CAFE

GAMBLES STORE: HARDWARE DEPARTMENT

GILTNER PUBLIC SCHOOL CAFETERIA

HARVARD LOCKER AND MEAT MARKET

HASTINGS PUBLIC LIBRARY

MARY LANNING MEMORIAL HOSPITAL VOLUNTEER SERVICES

TRUMBULL AUTO BODY REPAIR

Additional Information About The Resource Guides May Be Obtained From:

Ricki McCandless, Project Director
Experienced Based Community Education Together (EBCET)
640 Milton Avenue
Salt Lake City, Utah 84105
(801) 484-8734

PROGRAM EVALUATION

COOPERATIVE VOCATIONAL PROGRAM

Purpose, Evaluation Design and Time Lines

Purpose. The purpose of the program evaluation is to answer four questions: (1) Did the centralized vocational program result in increased job placement?; (2) Are there significant differences in job placements between Pilot and Non-Pilot Schools?; (3) What are the significant predictors of job placement?; and (4) Do diagnostic groups differ on variables associated with successful job placement?

Evaluation Design. The "Program Evaluation Design" outlined on the next page indicates the procedures involved in answering these four questions. The first question will be answered by comparing Hastings and Aurora job placement rates with all comparision groups as well as their own baseline rates; the second question by comparing the job placement rates of the matched pilot versus non-pilot schools; the third question through the use of multiple regression analyses that will identify the statistically significant predictor variables (from among 29) related to job placement; and the fourth through multiple regression and analysis of variance differences among diagnostic groups (SLD, EMR, TMR).

Time Lines.

1. Spring, 1982: Collect available data for '78-'79, '79-'80, and '80-'81 for 16 schools listed ("Program Evaluation Design").

2. Fall, 1982: Collect '81-'82 data on job placements and all predictor variables for '81-'82 for 16 schools.

3. Spring/Summer, 1983: Collect '82-'83 data plus follow-ups on '80-'81 and '81-'82 placements.

Consultant for Evaluation Design: Dr. Robert Schalock
Hastings College
7th & Turner Avenue
Hastings, Nebraska 68901

COOPERATIVE VOCATIONAL PROGRAM
Educational Service Unit #9
Hastings, Nebraska 68901-2047

PROGRAM EVALUATION DESIGN

YEARS	1978-79 & 1979-80	1980-81	1981-82 & 1982-83
INDEPENDENT VARIABLES	Baseline (No Services)	Centralized Program Model	Decentralized Program Model (Pilots/Non-Pilots)
AVAILABLE DATA	Student Characteristics Family Involvement School Characteristics Resource Teacher Characteristics Job Placements (Pre-Post School Graduation) Community Characteristics	Student Characteristics Family Involvement School Characteristics Training Variables R.T. Characteristics Job Placements (Pre-Post School Graduation) Community Characteristics	Student Characteristics Family Involvement School Characteristics Training Variables R.T. Characteristics Job Placements (Pre-Post School Graduation) Community Characteristics
COMPARISON GROUPS (Schools)	Adams Central - Sandy Creek Aurora - Hastings (Sneller) Giltner - Trumbull Roseland - Blue Hill Superior - Clay Center Hastings - Kearney Public Schools (Carlson/Niemoth) Hastings (McDougal) - Kearney Public Schools	Students served by Centralized Model versus Students not served	Pilots vs. Non-Pilots
EVALUATION RESULTS	Baseline Data	Students served by Centralized Model versus Students not served	1) Pilot vs. Non-Pilots 2) Multiple regression analysis: a. significant predictors of job success b. intercorrelation among all predictor variables

COOPERATIVE VOCATIONAL PROGRAM

Educational Service Unit #9
Hastings, NE 68901-2047

PROGRAM EVALUATION DATA

STUDENT CHARACTERISTICS

- I.Q. WISC or WAIS
- Number of verified handicaps
- Gender
- Number of competencies attained
- FTE - resource room
- Number of months in SPED
- Number of days absent from school
- Number of tardies
- Number of suspensions
- Number of expulsions

SCHOOL CHARACTERISTICS

- School enrollment
- Number of vocational programs offered
- Types of vocational programs
- Administrative support for student/teacher release time

COMMUNITY CHARACTERISTICS (Where Employed)

- Size
- Number of manufacturers
- Number of service companies
- Number of marketing and retailing companies
- Per Capita Income for County

FAMILY INVOLVEMENT

- Teacher rating of family involvement
- Parents' occupations

TRAINING VARIABLES

- Total number semester hours in vocational programs
- Number of modules completed at 80% or better
- Number of field trips to local business & industry sites
- Number of job exploration experiences
- Number of job training experiences

JOB PLACEMENT & CURRENT STATUS INFORMATION

- Date employed
- Type of job
- Hours/Week
- Wages
- Reason for termination
- Current living situation
- Current source of income

COOPERATIVE VOCATIONAL PROGRAM

SAMPLE PROGRAM PRODUCTS AND MATERIALS AVAILABLE UPON WRITTEN REQUEST

Please write your name, address and position below. Check which products/ materials you wish to receive. Because some items are available in draft form only or require extensive duplication time they will be made available as staff work schedules permit.

Name_____ Position_____

Business Address_____ Business Phone_____

_____

_____

.....

_____ Administrative Agreement

_____ Student Referral

_____ Competency Checklist And Instructions For Use

_____ Community Business Field Trips: Suggested Planning Procedures And Students' On-Site Questionnaire

_____ Employer Contact And Public Relations Materials/Suggested Procedures

_____ Job Activity Form

_____ Job Behaviors Analysis Form With Summary Form For Employer Contacts And Student Progress Checks

_____ Parent/Student Transportation Claim Form

_____ Secondary Individual Education Plan With Vocational Programing Goals And Instructional Objectives

_____ Curriculum Modules (by title)

_____ Job Exploration Resource Guide(s) (by title)

Mail Request to:

Virginia Werbel, Vocational Consultant
Cooperative Vocational Program
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1117 East South Street
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